

Education - Improvement Planning Document

Establishment Name:

Newark Primary

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Action Plan for session 2021-2022

Signatures:

Head of Establishment	Lauren O'Hagan	Date	July 2021
Education Officer	Adam Stephenson	Date	August 2021

Our Vision, Values and Aims

At Newark Primary School we work together with mutual respect to achieve everyone's full potential. We will achieve this through positive, nurturing relationships and by providing the best learning and teaching experiences in a safe, motivational environment.

Nurture Enjoyment Welcoming Ambition Respect Kindness

Our aims are built around these values:



Nurture

Pupils will feel safe, happy and valued within a secure and supportive, respectful environment.

Staff will feel supported, valued and respected as professionals and plan to ensure all children will be safe, healthy, achieving, nurtured, active, respected, and responsible and included.

Parents/Carers will feel comfortable and confident in all aspects of their communication with the school, with positive relationships central to our ethos.

Enjoyment

Pupils will be actively engaged and enthusiastic about their learning through experiencing the curriculum delivered in a fun and meaningful way within a happy, secure, stimulating environment.

Staff will work collaboratively with enthusiasm and commitment to deliver well planned, high quality, stimulating and imaginative learning experiences.

Parents/Carers will be active partners, enthusiastic and committed to working with their child, to enjoy their learning experiences and assisting us to recognise and celebrate their child's achievements out with school.

Welcoming

Pupils will behave in a polite or friendly way to a guest or new arrival.

Staff will ensure that all children feel valued and part of the whole school community and will be hospitable.

Parents/Carers will be welcomed by all members of staff, their opinions will be valued and appreciated.

Ambition

Pupils will know what they need to do to improve and challenge themselves, to achieve their potential through commitment, teamwork and demonstrating leadership.

Staff by demonstrating a commitment to self-evaluation, continuing professional development, leadership and teamwork, will provide a motivating and stimulating learning environment, delivering the curriculum with enthusiasm and creativity, to engage and meet the needs of all pupils.

Parents / Carers will encourage and motivate their children to be the best they can be through support and involvement in their learning, both in school and in wider activities, reflecting their interests and talents.

Respect

Pupils will be supported to develop positive relationships and show respect towards each other, staff, the wider school community and the environment.

Staff will model positive relationships and mutual respect within the whole school community and provide learning opportunities to develop positive relationships and promote respect for the environment.

Parents / Carers will support the school ethos of mutual respect by encouraging children to be respectful to other children, adults, themselves and their community, and develop positive relationships at home, school and in the community.

Kindness

Pupils will show kindness to others' ethical characteristics, have a pleasant disposition, and concern and consideration for others.

Staff will promote kindness by being gentle, caring and helpful.

Parents/Carers will support the school by being considerate in their actions within the school and wider community.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2021-2022

Session 2022-2023

Session 2023-2024

Overview of rolling three-year plan

National Priorities	Session 2021-2022	Session 2022-2023	Session 2023-2024
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Develop whole school writing strategies • Moderation of literacy within school and cluster • Further CLPL on differentiation for staff to meet the needs of all learners • Continue to use data to inform practice • Embed play pedagogy in P1 - P2 • Further develop play in P3 • Introduce loose parts play P4-P7 • Finalise Curriculum Rationale • Update Literacy policy 	<ul style="list-style-type: none"> • Continue to engage in professional dialogue and moderation activities to raise attainment in Literacy and Numeracy • Update Numeracy policy • Embed play pedagogy P3 • Embed loose parts/ outdoor opportunities for P4-7 	<ul style="list-style-type: none"> • Continue to engage in cluster moderation of BGE • Review Teaching and Learning Policy
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> • Continue to embed raising attainment groups for numeracy and literacy • Introduce explicit vocabulary teaching and talking & listening skills through Word Aware • Increased confidence in TPJ (teacher professional judgements) 	<ul style="list-style-type: none"> • Teacher confidence in professional judgements of progress towards a level • Implementation of BGE toolkit with teaching staff • Intergenerational project started- community garden • Further develop vocabulary and talking & listening skills 	<ul style="list-style-type: none"> • Embed use of BGE toolkit • Continue to make links with community through community garden • Embed vocabulary and talking & listening skills • Parent led family learning opportunities available with support from school, CLD & Barnardo's

	<ul style="list-style-type: none"> • Continue to deploy attendance policy and monitoring • Further develop outdoor learning experiences • Continue partnership working with other agencies, eg, CLD and Barnardo's • Reinstate Family Learning opportunities in line with COVID restrictions • Review impact of PEF and implement further measures to reduce attainment gap 	<ul style="list-style-type: none"> • Further explore opportunities to empower parents through family learning 	
<p>Improvement in children and young people's health and wellbeing</p>	<ul style="list-style-type: none"> • Communication friendly strategies embedded across all stages- achieve Bronze Award (ICOS) • Ensure all staff are working through a Trauma Informed Lens • Raise staff awareness of Nurture principles through ASD lens • Provide support for parents around adversity • Let's Introduce Anxiety Management (LIAM) coping skills introduced to all P5-7 children 	<ul style="list-style-type: none"> • Moderation of Wellbeing Experiences across school, cluster and authority • Work towards Silver Communication Friendly Award- ICOS • Consider moderation of standards in HWB • Family learning opportunities to support mental health and wellbeing • Embed emotional and self-regulation skills P1-P7 	<ul style="list-style-type: none"> • Work towards Gold Communication Friendly Award- ICOS • Update HWB policy- trauma informed approach

	<ul style="list-style-type: none"> • Review Rights Respecting Schools for Gold Level reaccreditation • Continue to engage in 'Hearing the unheard voice' with RR officer Aileen Wilson • Implementation of Play Therapist • Further develop RSHP (relationships and sexual health programme) for staff and parents 		
<p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p>	<ul style="list-style-type: none"> • Further develop opportunities for enhanced Digital Literacy- working towards award with cluster • Continue to develop enterprising opportunities P1-P7 • Continue to develop links and cross-sector working with Cluster Improvement Plan • Continue to develop opportunities for employability skills • Maintain links with WCS to allow P7 children to attain accreditation • Reinstate links with Tail 'O' The Bank Credit union 	<ul style="list-style-type: none"> • Continue the development of DYW and links with cluster schools to raise aspirations • Further develop Digital Literacy Award • Parent support for digital literacy- CLD • Pupil Group lead Credit Union 	<ul style="list-style-type: none"> • Continue progress through Digital Literacy Award • Pupil digital literacy champions

Pupil Equity Fund -Session 2021-2022

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

Newark Primary is a school with a current role of 419 with 199 in receipt of free school meals. Within the pupil population 71.5% live in SIMD deciles 1&2 and 92.4% in deciles 1-4. Target cohorts have been identified through SIMD, FSM, CfE levels, standardised assessments and teacher professional judgement.

Our rationale for our proposals is to continue to develop approaches to raise attainment/recovery post-COVID and reduce the poverty related attainment gap. As a focus for the Scottish Attainment Challenge since 2016, we had previously seen improvements through targeted interventions. Our aim is to build on this using PEF.

From scrutiny of attainment data our areas of focus for closing the poverty related attainment gap are:

- ✓ P2 numeracy
- ✓ P4 reading, writing and numeracy
- ✓ P5 writing and numeracy
- ✓ P6 writing and numeracy

Post COVID, we have seen an increase in children displaying anxiety related behaviours and we aim to support these wellbeing concerns through access to supports in school.

Outcomes	Details of spend TOTAL FUND: £331,102	Impact/Measures
<p>By June '22 an increased attainment in numeracy of 10% for identified learners in P2</p> <p>By June '22 an increased attainment in writing of 15% for identified learners in P4</p> <p>By June '22 an increased attainment in reading of 15% for identified learners in P4</p> <p>By June '22 an increased attainment in numeracy of 15% for identified learners in P4</p> <p>By June '22 an increased attainment in numeracy of 16% for identified learners in P5</p> <p>By June '22 an increased attainment in writing of 20% for identified learners in P5</p>	<p>Appoint 5 PSAs to support children to fully access the curriculum Costing: £77,500 = 25hrs x 5 @ £15,500 (salary increase accounted for- approximate figure)</p> <p>Additional Teaching Staff to support pupils and plan specific interventions for targeted pupils for numeracy and literacy: one to support P1-P3 and the other P4-P7 Costing: £113,578.89 including 20% add on costs 3 x 1.0 FTE = £103,253.54 0.2 FTE = £10,325.35</p> <p>Literacy curriculum development - Talk4Writing: £1,600</p> <p>Resources procured to support numeracy, reading and spelling for targeted children, identified through progress meetings Costing: £1950.00 30 Toe by Toe £1200 60 subs for Nessy £750</p>	<p>Pupil Progress meetings will show progress towards 'on track' is being made</p> <p>Observations show that targeted learners receive oral feedback on writing at least 3 times per week</p> <p>Improvement from baseline records from Catch up show in increase in skills attainment</p> <p>Improvement in reading and comprehension age from baseline York Assessment of Reading and Comprehension (YARC)</p> <p>Improvement in Numeracy skills assessment from baseline</p> <p>Pupil work shows an increase in skills applied</p>

<p>By June '22 an increased attainment in writing of 10% for identified learners in P6</p> <p>By June '22 an increased attainment in numeracy of 10% for identified learners in P6</p>		
<p>By March 2022 there will be an increase in attendance to more than 90% with increased engagement for identified learners with additional support needs in P6</p>	<p>Additional teaching staff to create another P6 class to support the health and wellbeing of all pupils Costing: 1.0 FTE @ £51,626.77</p>	<p>SEEMIS records show an increase in attendance</p> <p>Reduction in the number of incidents where SMT are sent for</p> <p>Increase in the baseline of the % of the day that child is engaged in learning (using Leuven scales to monitor)</p> <p>Pre -post pupil views show and increase in enjoyment and engagement</p>
<p>By June 22 90% of pupils accessing wellbeing supports show improved outcomes</p>	<p>Therapeutic worker from mind mosaic to support targeted children in P4-P7 Costing: £36,000</p> <p>Sensory areas to be created within the cloakroom spaces in each corridor (4).</p>	<p>Therapist records show identified outcomes are overtaken.</p> <p>Pupils views show improved wellbeing</p> <p>Parents views show improved wellbeing</p>

	<p>This can be used to support individuals with a barrier to learning and create a safe and quiet space to work Costing: £4000= £1000 per room</p>	
<p>Increased emotional competences and pro social behaviours for targeted learners. (baseline to be established)</p>	<p>Roots of Empathy training for Nurture Teacher who will lead in school. Targeted stage to be decided following discussion with Action for Children Costing: £1659.60</p>	<p>Pre and post assessments will show increase in emotional competences and pro social behaviours Pupil Voice will indicate improved understanding of empathy and pro social behaviours</p>
<p>Increased access to suitable digital technology and WIFI throughout the school</p>	<p>WIFI: £5000 Laptops x 17 for each class: £7745.54</p>	<p>Pupils will have greater access to more efficient WIFI using devices in school Pupils will have access to more efficient laptops for online events & digital learning online</p>
<p>Apprenticeship levy and contribution towards admin costs associated with PEF management</p>	<p>£4,560</p>	<p>Information provided to school management and local authority will be more accurate and timely to improve interventions to support young people.</p>
	<p>Total spend: £305,220.80</p>	

Plan -Session 2021-2022

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress Teacher professionalism Performance information School Improvement Parental Engagement	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.2 Curriculum	RRS Article 28: (Right to education): Article 29 (Goals of education): Article 12: (Respect for the views of the child)

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Improvement in attainment for all pupils through enhanced learning and teaching in literacy across the curriculum • Improved attainment in numeracy • Pupils will be able to talk about their learning • Use of BPVS assessment to close vocabulary gap for targeted individuals

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
1.1 Training on Differentiation	Ongoing from Aug 2021-2022	CMO Attainment Challenge	Dates and times TBD via school calendar, WTA and quality calendar

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
		SLT through Quality Assurance visits	Strategic overview for CPD opportunities & incorporated into WTA
1.2 Continue to implement Play Pedagogy	August 2018-June 2022	P1-3 teaching staff and support staff P4-7 loose parts play/ outdoor focus IC Play strategy team AC Team CMO	Use of 1140 0.4FTE to support roll out of play Resource budget provided by LA/AC Training provided by CMO for Play for teaching and support staff Cluster Improvement Plan
1.3 Continue with a range of assessments to support improvements in reading, writing, spelling and numeracy	August 2019-June 2022	Targeted teaching and support staff - Teaching staff responsible for raising attainment	SNSA, YARC, Rapid Maths, SWST, Talk for Writing. Twilight sessions for staff development
1.4 Support targeted individuals at risk of the poverty related attainment gap and not meeting benchmarks	Ongoing - August 2022	SLT Recovery teachers (2)	Upskill new staff - Catch Up, Rapid Maths, Upskill teachers - Impact statements

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
		Support for Learning teacher PSA/ PT - Catch Up Literacy, Rapid Maths	
1.5 Increase attainment in writing for all pupils	August 2022	All staff Pie Corbett	Talk 4 Writing
1.6 Increase confidence in Teacher Professional Judgements (TPJ's)	August 2022	All teaching staff CMO's Liz Sommerville Cluster Staff	Moderation CLPL sessions- WTA

Evidence of Impact
<ul style="list-style-type: none"> ✓ Termly SLT meeting focussing on pupil attainment and progress ✓ Professional dialogue meetings focussing on pupil progress ✓ Assessment results from SNSA, (reading, writing, spelling, maths) linked to TPJ's ✓ Numeracy and Active Literacy ongoing assessments P1-P7 ✓ Quality Assurance/Learning visits for quality learning and teaching ✓ Use of Leuven Scale for engagement for play based classes

Priority 2 Closing the attainment gap between the most and least disadvantaged children

<p>NIF Driver Teacher professionalism Performance information Assessment of children's progress School Leadership Parental Engagement</p>	<p>HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions 2.5 Family Learning 2.7 Partnerships</p>	<p>RRS Article 28: (Right to education): Article 29 (Goals of education): Article 2: (Non-discrimination) Article 3: (Best interests of the child) Article 5: (Parental guidance)</p>
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Expected outcomes for learners which are measurable or observable

- Pupils in SIMD 1 & 2 make at least expected progress or better
- Increased attendance across the school (with a focus on SIMD 1 & 2)

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
2.1 Further develop implementation of LIAM with targeted children	August 2022	Barnardo's PGHS Home Link Worker	LIAM support materials Whole staff CLPL session to raise awareness of LIAM and the benefits
2.2 Continue Emotions Works programme for all children to develop emotional literacy and resilience	August 2022	Class Teachers Nurture Teacher	Resources online Refresher for new staff next session

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
2.3 De-escalation strategies	Ongoing	CMO Barriers to learning All staff	WTA Staff training from CMO Use of data/Critical Incidents
2.4 Attendance monitoring	Ongoing	Office staff SLT	Clerical staff trained and scripted, following Inverclyde Attendance Policy
2.5 Continue Word Aware intervention at Early level and targeted support for individuals with vocabulary gap P2-7	August 2022	Teaching staff/ PSA's Nurture Teacher/ Learning Support teacher lead	Word Aware BPVS assessments pre & post Daily vocabulary flipcharts

Evidence of Impact
<ul style="list-style-type: none"> ✓ Pre-assessment and post assessment result from SNSA, SWST, BPVS, AL and Numeracy/SEAL/ Staging Posts and other school based data ✓ Quality Assurance during teacher/pupil learning visits ✓ Use of data ✓ Contact will be made with parents/carers of pupils whose attendance is less than the expected Attendance Policy guidelines ✓ Periodic assessments, observations, photographic evidence showing an increase in opportunity to apply literacy and numeracy skills in real-life context through child-centred planning

- ✓ Continued work to break down barriers to family engagement through family support from Barnardo's & CLD. Parents will receive SQA accreditation for engagement in a variety of activities through CLD
- ✓ Vocabulary gap reduction for targeted pupils

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver Assessment of children's progress Parental engagement Teacher professionalism	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 1.3 Leadership of change 2.5 Family Learning 2.7 Partnerships 3.1 Improving Wellbeing, Equality and Inclusion	RRS Article 2 (Non-discrimination): Article 3 (Best interests of the child): Article 4 (Protection of Rights) Article 12 (Respect for the Views of the child) Article 17 (Access to Information) Article 31 (Leisure, Play and Culture)

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Improved opportunities to exposure to a wider variety of outdoor learning • Ensure consistency of approach to UNCRC Rights Respecting School for all learners • Increase ability to self-regulate and develop coping strategies for anxiety using 5 Point Scale • Increase awareness of Young Carers and other vulnerable groups, along with support available to them • Staff have an increased understanding of Trauma Informed practices including mental health and attachment theory and how to support or access support for individuals • Improved staff/pupil relationships and pupil/pupil relationships • Pupils have increased knowledge about how your body works, and relations linked to RSHP programme • Increase in pro social behaviours and decrease in bullying incidences with stage involved in Roots of Empathy

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
3.1 Nurturing Schools- Nurture Principles revisited and focus to be identified in consultation with all stakeholders	August 2022	All staff Nurture CMO Nurture Teacher & PEF funded TI teacher Nurture Action Group Parent Group	Nurture teachers, staff/parent training and information sessions.
3.2 Trauma informed school, developing and using: Coping with Adversity Toolkit Resilience ACES recovery Circle of Friends Seasons for Growth Programme (LIAM) Anxiety Management Self-regulation strategies- Emotion Scale Emotion Works	August 2022	All staff, Barnardo's, CLD, parents, SWS, Rights Officer, Ed Psych, Play Therapist, outside agencies	Trauma informed training and ACES recovery in house training with support from specialists. Parent support developed using outside agencies to understand impact of trauma. Seasons for Growth Programme and self-help groups for autism, dyslexia and behaviour to be established.
3.3 Continue with Communication Friendly, ASD strategies - Understanding the 6 Principles of Nurture	August 2022	All staff Nurture Teacher and PEF Trauma Informed Nurture Teacher & Play Therapist ICOS team	CPD sessions within WTA ASD friendly signage throughout school

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
3.4 Further develop RSHP lessons across all stages increasing confidence for staff & parents	August 2022	PT lead All staff Parents	RSHP lessons & resources
3.5 Implement Roots of Empathy with targeted stage (TBD)	June 2022	Action For Children (AfC) Susan Robison Nurture Teacher	NT to be trained by AfC staff (£1383 + VAT) training dates not yet decided

Evidence of Impact

- ✓ Reduction in playground related incidents requiring SMT intervention
- ✓ Pre- and post- Health and Wellbeing Assessments shows an increase in the ability to self-regulate behaviour and choices
- ✓ Raise awareness of Young Carers advocacy worker within school at assemblies, newsletters, stage meetings and within Pupil Action Groups
- ✓ Pre and post evaluations of pupils attitudes towards physical activity
- ✓ Reduction in the number of reported incidents of bullying
- ✓ Gain recognition for being a Trauma Informed School/Nurture School
- ✓ Children participating in Roots of Empathy will develop emotional competence and empathy. This will help to decrease aggression, including bullying, and increase prosocial behaviours such as caring, sharing and inclusion

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver Assessment of children's progress School leadership Parental engagement	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	RRS Article 28: (Right to education): Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> All pupils have an increased understanding of the part they can play in society, have developed aspirations and understand the skills required for employability

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
4.1 Continue to develop enterprising opportunities as stimulus for whole school projects	Ongoing	All staff,	Through WTA and departmental meetings, each stage will plan and deliver an enterprising initiative along with a charitable focus.
4.2 Continue to develop Inverclyde's DIYW skills pathway, World of Work Week and Enterprise activities	Ongoing	LA contact, parents, partners, all staff, Newark Nursery	Departmental meetings WTA World of Work focus- dedicated week/ times in annual calendar Re-establish Vacancy Board and applications

Tasks to achieve priority	Timescale	Those involved - including partners	Resources and staff development
			Re-establish Credit Union to include children leading
4.3 Continue to develop Digital Literacy to achieve Bronze Award with Cluster	Ongoing from August 2021	Digital Literacy Champions Collaboration with PGHS	All Champions to upskill and support staff during WTA sessions. Cluster Improvement Plan

Evidence of Impact

- ✓ All primary stages will be involved in charitable donations
- ✓ Gain recognition for the enterprising activities taking place within the school
- ✓ Working towards Digital Literacy Award with Cluster